



**ARIZONA
DEPARTMENT OF
EDUCATION**

Tom Horne, Superintendent of Public Instruction

Round Rock Elementary School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Highway 191 at Route 12, Round Rock, Arizona, AZ 86547

Red Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

School Improvement Status (b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Anita Tsosie
Schedule : 07:30 AM to 05:00 PM
Grades : K-8
Web Address : www.rmusd.net
Phone Number : (928) 787-4501
Fax Number : (928) 787-4500
E-mail : atsosie@rmusd.net

Mission

We believe all students coming to our school will learn to read to succeed. We work with the overall uniqueness of each student to ingrain the importance of education.

School / Academic Goals

- Ü We are working on aligning the math curriculum using the Arizona State Standards so student achievement will increase even more.
- Ü We are a Reading First school. We have been working extra hard in implementing all the strategies and techniques offered by Reading First. We want to move all the strategic and intensive students to make benchmark by the end of the year.
- Ü A certified teacher will be working with 4-8 grade students on a pull out program for 30 minutes or more outside the regular subject instruction times. This is an intervention program in the areas of reading, writing and math for the upper grades.
- Ü Increase parental involvement by bringing in parents and/or training them to help their children more effectively and efficiently at home by offering them more training throughout the school year.

Enrollment

October 1, 2005 School Year Student Enrollment : 163

Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes

Number of Students Attending Under Open Enrollment in 2005-06 : 15

Instructional Programs

- Ü K-3 Reading First Program
- Ü Full-day Kindergarten
- Ü On-site Special Education
- Ü Accelerated Reading Program
- Ü K-8 Computer Lab
- Ü 21st Century Acad/Enrichment Program
- Ü K-8 After School Tutoring
- Ü Gifted and Talented Program

Calendar Information

Number of Instruction Days : 183
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/10/2005
Last Day of School : 5/25/2006

Shared Responsibilities**School**

Our school works extra hard in communicating with parents through six parent teacher conferences for this year, reminders, parent notices, quarterly report cards and parent/child activities. We are also focusing on implementing the state standards in all subject areas and providing safe environment for all students and staff.

Parents

We have high expectations of our students to ensure success. We make every effort to send this message to our parents and guardians. We want our parents to support the education of their children by helping them with homework, home readings and lots of support and encouragement. More trainings will be offered to parents and guardians this school year.

Transportation Policy

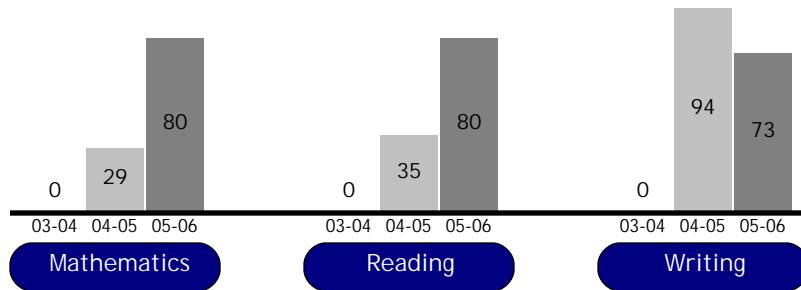
All our students are transported to the school by buses. Majority of students are picked up one to two hours before school time due to long distances they have to travel to attend school. Many routes are off the highways and majority of them are gravel or dirt roads. All drivers have required credentials at our school. They also have the authority to discipline the students while on the buses.

School Honors

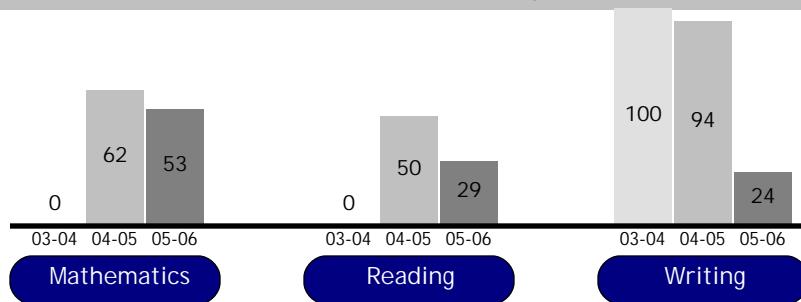
Awards or Special Recognition Received By the School, Staff or Students		
Award/Honor	Year	
Ü North Central Association Accreditation	1997	
Ü Kdg. class - one of top ten reading first schools in AZ	2006	

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

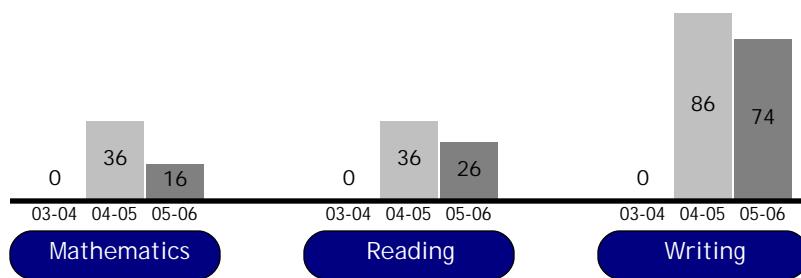
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

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Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	NA	NA	58	93	46	32	47	100	30	32	46
	Language	100	NA	14	50	93	47	31	47	100	25	37	48
	Mathematics	100	NA	23	64	93	31	30	50	100	35	41	52
3	Reading	100	NA	NA	55	95	23	27	44	100	43	28	46
	Language	100	NA	51	61	95	28	29	44	100	37	28	46
	Mathematics	100	NA	51	61	95	33	37	51	100	44	34	52
4	Reading	74	NA	NA	56	100	23	27	48	100	28	32	52
	Language	89	NA	26	52	100	25	26	49	100	30	30	52
	Mathematics	84	NA	35	61	100	31	38	53	100	43	39	58
5	Reading	77	NA	NA	55	95	35	29	50	100	34	32	56
	Language	100	NA	17	49	95	39	29	50	100	28	24	54
	Mathematics	100	NA	42	63	95	42	30	49	100	24	22	52
6	Reading	100	NA	NA	56	100	33	32	51	100	28	30	56
	Language	100	NA	16	48	100	32	28	47	100	28	25	50
	Mathematics	100	NA	29	66	100	35	35	52	100	44	37	58
7	Reading	100	NA	NA	54	91	28	27	50	100	34	28	54
	Language	100	NA	33	58	91	33	36	52	100	41	35	58
	Mathematics	100	NA	31	62	91	30	32	50	100	52	37	54
8	Reading	100	NA	NA	55	100	37	37	51	100	35	34	58
	Language	100	NA	21	52	100	39	39	50	100	32	35	56
	Mathematics	100	NA	31	61	100	37	34	53	100	34	34	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

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School Site Council

Council Composition	Council Duties
1 School Administrator(s)	Ü School Safety Team
1 Non-certified Employee(s)	Ü Parent/Child Activities
4 Teacher(s)	Ü Native Cultural Issues
2 Parent(s)	Ü Student Discipline
1 Community Member(s)	Ü Dress Codes
1 Student(s)	Ü Student Achievement/Incentive Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	11.00
Other Professional Staff	4.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	1	0	0
4 to 6 years	0	3	0	0
7 to 9 years	0	5	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	7%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü K-8 Library
- Ü Multipurpose School Gymnasium
- Ü K-8 Computer Lab with Internet

Extracurricular Activities

- Ü Junior High Sports Program
- Ü Peer Leadership Program
- Ü Student Council
- Ü Parent Center
- Ü Fitness Center
- Ü 21st Century Program

Social Services

- Ü Summer Youth Breakfast/Lunch Programs
- Ü Counseling Services
- Ü Foster Grandparent Program
- Ü Adult Gym Nights/Fitness Center
- Ü Comprehensive School Health Program
- Ü 21st Century Program
- Ü Parent Center/GED Classes
- Ü Junior High Sports Program

School Achievements/Accomplishments 2005-06

- Ü We are continuing to celebrate with the Quarterly Honor Roll and Perfect Attendance students by taking them on one day and overnight trips to nearby towns.
- Ü We are a Reading First School going on the third year. More K-3 students have successfully made the 2005 Fall Benchmark than the previous two years. We are working to move more strategic and intensive students with the next benchmark.
- Ü Our Reading First Kindergarten students were among the top ten reading first schools in the state of ARizona. Third grade class is another one who made humongous gains with Reading First end of the year benchmarks.
- Ü Our school is still performing with the Arizona Learns for this school year.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school enforces a consistent discipline plan with all grade levels. This plan requires that all students comply with the discipline policy. We also have security officer on staff while school is in session to ensure that all students learn in a safe environment while they are in school.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Anita Tsosie	(928) 787-4503
Transportation Policy	James Tsosie	(928) 656-4133
Community Resources		
School Nutrition Programs	Henrietta Begay	(928) 787-4522
Parent Organization		
Student Health/Nurse	Raphael White	(928) 787-4506

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.